

NCEA Review and Maintenance Programme – 2026 updates

Review and maintenance work has been undertaken for all three levels of NZC NCEA for 2026. This pdf document contains the updated Course Outlines for **Te Reo Māori Level 1**. In January 2026 the NCEA website will be updated with these changes for Level 1, and the pdf version will be removed as it will no longer be necessary. For Levels 2 and 3, assessment materials will be updated on TKI in January. For external assessment specifications, refer to the NZQA website.

Subject: Te Reo Māori Level 1

Product	What's changed?
Course Outline 1	Updated to reflect the changes to supporting materials and 1.4 Standard, and to provide more guidance and clarity.

Te Reo Māori — NCEA NZC Level 1 Course Outline

Purpose: This example Course Outline has been provided to support teachers to understand how the new subject Learning Matrix and NCEA Achievement Standards might be used to create a year-long programme of learning.

Context: This Course Outline is designed to provide students with multiple encounters with texts drawn from written, oral, and visual sources and multiple opportunities to develop their skills as interpreters and creators of written, oral, and visual texts that meet the language expectations of Curriculum Level 6. It also places a focus on the development of students' awareness of the connection between language, culture, and identity and their understanding of strategies to aid language acquisition.

Note: This Course Outline is an example of how a year-long Te Reo Māori course could be constructed. Teachers can customise this Course Outline, including changing the order of the sections, as required.

Significant Learning	Learning Activities and Assessment Opportunities
<p>For language subjects, all the Big Ideas and Significant Learning are woven throughout all aspects of a programme and are inextricable from that learning. No element of the Learning Matrix is taught in isolation from the rest. Therefore, individual pieces of Significant Learning are not listed alongside specific learning activities or assessment opportunities.</p> <p>Across all Levels</p> <ul style="list-style-type: none"> Understand their contribution to the revitalisation of the language for the good of the collective Connect with those outside the classroom to explore and learn from the community and from examples of Māori success Practise and enjoy experimenting with a wide range of spoken, written, and visual communication in te reo Māori Explore the key values of Māori culture and Māori principles embedded in the language Explore how language and culture affect, and work together in, communication. <p>Curriculum Level 6</p> <ul style="list-style-type: none"> Explore te reo Māori commonly used to express personal information, ideas, and 	<p>Due to the cumulative nature of language learning, internal assessment often happens in the second part of the year. Learning covered throughout the course supports development of skills and knowledge towards all four Achievement Standards:</p> <ul style="list-style-type: none"> AS 92092 (1.1) Te kōrerorero i ngā pārongo, i ngā ariā me ngā whakaaro AS 92093 (1.2) Te whakapuaki whakaaro e pā ana ki tētahi horopaki e ora nei te reo AS 92094 (1.3) Te whakaatu i te māramatanga ki te reo Māori me ōna mātāpono i tētahi horopaki e taunga ana AS 92095 (1.4) Te tuhi e pā ana ki tētahi horopaki e taunga ana. <p>Tōku Ao Mōhio Duration — 4 weeks</p> <p>Suggested language learning</p> <ul style="list-style-type: none"> Revise and extend on vocabulary and sentence structures around family, expression of information, ideas, and opinions. Communicate about past events and experiences, e.g. holidays. Interact with others to find out about who they are, where they are from, their family, and friends, with reference to routines, activities, events, or experiences. Revise A and O categories and possessive pronouns. Explore the cultural concept of 'tūrangawaewae' and what it means and learn about other peoples' places of importance. <p>Suggested language learning strategy focus</p> <ul style="list-style-type: none"> Explore methods for effective language learning. Findings are shared and the class decides on a number of different techniques to try out during the year (e.g. goal setting, flashcards for vocabulary, connecting words to images and movement, ways to get daily exposure to the language).

Significant Learning	Learning Activities and Assessment Opportunities
<p>opinions in everyday contexts</p> <ul style="list-style-type: none"> Engage with and make meaning of a variety of short text types Develop communicative skills and strategies to present and exchange simple information, ideas, and opinions in a range of predictable situations Develop one-way communicative skills to express simple information, ideas, and opinions Develop a foundational awareness of Māori principles embedded in the language Acquire simple linguistic strategies and basic knowledge of how to use resources to make meaning from unfamiliar language Participate in activities that use, promote, and celebrate te reo Māori Explore links to their own heritage to deepen their sense of personal identity Engage with the traditions, belief systems, and practices of Māori culture. 	<p>Nau Mai Ki Tōku Ao Duration — 7 weeks</p> <p>In learning through the context of the home, the students will be able to describe surroundings, talk about routine activities, and give and receive instructions.</p> <p>Suggested language learning</p> <ul style="list-style-type: none"> Explore how visitors are shown respect and cared for in the context of students' homes or school. Use visual prompts (maps, photos) to ask for and give directions on how to get to their homes or the homes of others. Follow and create 'treasure hunt' clues to locate objects within a space. Engage with the language needed to describe activities and chores at the your the home, and talk about important do's and don'ts. Focus on the vocabulary and sentence structures needed to invite someone to do something; give a command, instruction, or strong suggestion, and use directional and locational language. Learn about the tikanga and expectations for the way in which guests are welcomed to and cared for while staying at a marae. Engage with the language needed to describe activities and chores at the marae, and talk about important do's and don'ts. In pairs, interact with classmates to share and respond to information, ideas, and opinions about events or experiences related to their marae, and/or home, including giving directions, describing locations, expectations, and details about events or experiences. Listen to /read details of events or experiences of visiting a marae or a new place. In pairs, interact with classmates to share and respond to information, ideas, and opinions about events or experiences related to visiting a marae, and/or new place/ other person's home, including describing locations and details about events or experiences, and comparing and contrasting with their own marae/ place/ home. Write about past events and experiences either as a guest or a host. Explore inclusive and exclusive pronouns and possessive pronouns. Listen to and practise acknowledging a guest with a mihi. <p>Suggested language learning strategy focus</p> <ul style="list-style-type: none"> Learn about compensatory communicative strategies to keep spoken conversation going, even if you don't have all the words. Focus on reading comprehension techniques: e.g. prediction from visual clues, skimming and scanning, using context to guess new words, etc. <p>Learning covered will provide opportunities to collect evidence towards AS 92092 (1.1) Te kōrerorero i ngā pārongo, i ngā ariā me ngā whakaaro.</p>

Significant Learning**Learning Activities and Assessment Opportunities****Tōku Ao Kura**

Duration — 7 weeks

Suggested language learning

- Focus on the vocabulary and sentence structures needed to:
 - describe a school (unique features, likes and dislikes)
 - communicate about school subjects, justifying likes and dislikes
 - communicate about past events and experiences at school, e.g. memories of when you were a junior
 - communicate about future ambitions.
- Read and listen to descriptions of schools and experiences at school.
- Engage with historical events related to schools which have impacted the vitality of reo Māori: for example – Native Schools Act, suppression of reo Māori use in schools, founding of the Kōhanga Reo movement.
- Explore your journey of learning te reo Māori, e.g. your experiences and reasons for choosing te reo as a subject, your reo Māori learning goals.
- Describe your involvement in a school activity such as kapa haka, sports teams or clubs. Discuss the value of being a member. Communicate about past events or experiences in relation to the activities you participate in, as well as your future ambitions.
- Give information on a role model at school or from your school e.g. a former student who has made a name for themselves and why you consider them a role model or inspiration.
- In pairs, interact with classmates to share and respond to information, ideas, and opinions about events or experiences in a school context.

Suggested language learning strategy focus

- Focus on what makes a quality exchange and how to show engagement with the contributions of others during conversation.
- Use the Frayer model to learn new vocabulary.

Learning covered will provide opportunities to collect evidence towards AS 92092 (1.1) Te kōrerorero i ngā pārongo, i ngā ariā me ngā whakaaro and 92093 (1.2) Te whakapuaki whakaaro e pā ana ki tētahi horopaki e ora nei i te reo.

Tōku Reo Ohooho

Duration — 7 weeks

- Focus on the vocabulary and sentence structures needed to:
 - express information, ideas and opinions-in te reo Māori
 - communicate about past events and experiences related to a te reo Māori context
 - communicate about problems and solutions.
- Read, view, listen, and respond to information related to the health and or promotion of te reo Māori.

Significant Learning**Learning Activities and Assessment Opportunities**

- Evaluate the use of te reo in home, kura, marae, community.
- Survey your school mates about their views on learning te reo Māori.
- Participate in activities that use, promote, and celebrate te reo Māori.
- Evaluate the use of te reo Māori at events or celebrations such as Te Wiki o Te Reo Māori, reo Māori media (e.g. films, programmes, podcasts) or Ngā Manu Kōrero.
- Explore whakataukī and phrases related to te reo Māori.
- Design a strategy that promotes the use of te reo Māori at home, kura, marae, or community.
- Research and describe a reo Māori champion and their contribution to the vitality of te reo Māori.
- In pairs, interact with classmates to share and respond to information, ideas, and opinions about events or experiences in the context of te ora o te reo.

Learning covered will provide opportunities to collect evidence towards AS 92092 (1.1) Te kōrerorero i ngā pārongo, i ngā ariā me ngā whakaaro and 92093 (1.2) Te whakapuaki whakaaro e pā ana ki tētahi horopaki e ora nei i te reo.

Tōku Ao Ngahau

Duration — 7 weeks

Suggested language learning

- Focus on the vocabulary and sentence structures needed to communicate about sports, entertainment and recreational activities.
- Describe when, why, and how they are/were involved.
- Describe past sporting or recreational events and/or experiences, expressing opinions.
- Give and follow instructions relating to a sport's, entertainment, or recreational activity.
- Explore kīwaha and phrases relating to recreational activities, e.g. praising, encouraging, teasing, agreeing, and disagreeing.
- Listen to and read texts about different recreational activities.
- Interact with others to organise or report back on a recreational activity.
- Write an article about a sportsperson or entertainer or a review of a match or recreational event.
- Explore traditional entertainment in Māori society, e.g. Ngā mahi ā te rēhia, kapa haka, pūoro, pakiwaitara, and their popularity today.
- In pairs, interact with classmates to share and respond to information, ideas, and opinions about what they do in their free time.

Suggested language learning strategy focus

- Focus on listening and reading comprehension techniques and strategies.

Learning covered will provide opportunities to collect evidence towards AS 92092 (1.1) Te kōrerorero i ngā pārongo, i ngā ariā me ngā whakaaro.

Significant Learning**Learning Activities and Assessment Opportunities****Ngā mahi a Te Rēhia – recreational activities and entertainment**

Duration — 7 weeks

Suggested language learning

- Learn tikanga related to food and food preparation, karakia kai / Explore distinctions between A and O formed possessives with respect to food and drink.
- Focus on the vocabulary and sentence structures needed to express likes and dislikes, prepare food and follow a recipe, comment on food, express superlatives, invite someone to eat, and ask for things in the kitchen or at the table.
- Read recipes and restaurant reviews and listen to others talking about or making food.
- Read about chef Monique Fiso and the success of her Māori-Samoan inspired Wellington restaurant *Hiakai*.
- Compare food and diet in Māori communities pre- and post-European contact.
- Delve into the concept of duality: tapu and noa; food as noa, food to lift tapu, tapu in the collection of food.
- Interact with others at the dining table and about favourite foods, food memories, cooking triumphs/failures, and eating habits.
- Write the menu for the world's most amazing restaurant.

Suggested language learning strategy focus

- Make the best use of dictionaries and grammar reference books as part of learning.